

FLORENCE 5 SCHOOL DISTRICT

156 East Marion Street
Johnsonville, SC 29555

GRADES PK-12

ENROLLMENT 1,466 Students

SUPERINTENDENT Dr. A. Dale Strickland 843-386-2358

BOARD CHAIR Mark H. King 843-386-2358

FISCAL AUTHORITY Town Meetings

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	15	5	0	0

IMPROVEMENT RATING: **AVERAGE**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Average	No
2004	Good	Average	No

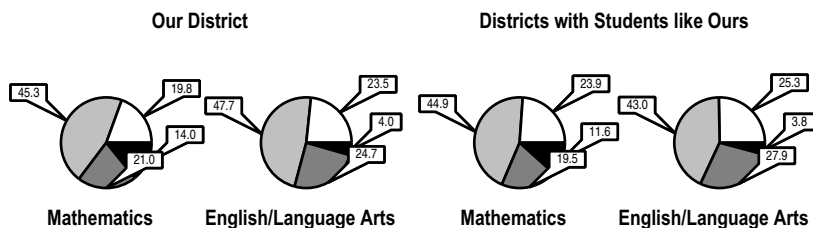
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	83.3	N/A	N/A	76.3	N/A	N/A
Passed 1 subtest	7.9	N/A	N/A	12.9	N/A	N/A
Passed no subtests	8.8	N/A	N/A	10.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	12.0	15.2
Seniors who met the SAT/ACT requirement	12.0	15.7
Seniors who met the grade point average	57.3	49.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	694	99.4	23.5	47.8	24.7	4.0	28.7
Gender							
Male	358	99.2	29.9	50.9	16.7	2.6	19.3
Female	336	99.7	16.7	44.4	33.3	5.6	38.9
Racial/Ethnic Group							
White	454	99.3	15.8	48.6	30.3	5.3	35.6
African-American	231	99.6	39.3	46.3	13.1	1.4	14.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	564	99.3	17.5	49.1	28.6	4.7	33.4
Disabled	130	100.0	50.0	41.9	7.3	0.8	8.1
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	694	99.4	23.5	47.8	24.7	4.0	28.7
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	691	99.4	23.3	47.8	24.8	4.0	28.8
Socio-Economic Status							
Subsidized meals	403	99.5	32.6	51.3	14.3	1.8	16.1
Full-pay meals	291	99.3	11.5	43.1	38.5	6.9	45.5
Mathematics							
All Students	694	99.6	19.8	45.3	21.0	14.0	34.9
Gender							
Male	358	99.4	21.2	49.3	19.8	9.7	29.5
Female	336	99.7	18.2	41.0	22.2	18.5	40.7
Racial/Ethnic Group							
White	454	99.6	12.4	42.9	26.0	18.7	44.7
African-American	231	99.6	35.5	50.0	9.8	4.7	14.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	564	99.5	14.2	44.3	24.8	16.8	41.5
Disabled	130	100.0	44.4	50.0	4.0	1.6	5.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	694	99.6	19.8	45.3	21.0	14.0	34.9
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	691	99.6	19.7	45.2	21.0	14.0	35.1
Socio-Economic Status							
Subsidized meals	403	99.5	30.2	49.2	15.6	4.9	20.6
Full-pay meals	291	99.7	5.9	40.1	28.0	26.0	54.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	108	100.0	20.8	42.6	28.7	7.9	36.6
	Grade 4	90	100.0	18.4	47.1	33.3	1.1	34.5
	Grade 5	121	99.2	28.6	56.3	15.2	N/A	15.2
	Grade 6	120	99.2	42.5	35.4	17.7	4.4	22.1
	Grade 7	122	99.2	34.2	46.5	15.8	3.5	19.3
	Grade 8	137	100.0	33.3	47.3	17.1	2.3	19.4
2004	Grade 3	123	100.0	17.9	39.0	32.5	10.6	43.1
	Grade 4	112	99.1	16.0	55.7	27.4	0.9	28.3
	Grade 5	93	100.0	24.7	48.4	26.9	N/A	26.9
	Grade 6	129	98.5	32.3	38.6	25.2	3.9	29.1
	Grade 7	120	100.0	27.5	57.5	13.3	1.7	15.0
	Grade 8	122	99.2	24.0	49.6	20.7	5.8	26.4

Mathematics								
2003	Grade 3	108	100.0	18.8	59.4	16.8	5.0	21.8
	Grade 4	90	100.0	20.7	47.1	20.7	11.5	32.2
	Grade 5	121	100.0	18.6	47.8	17.7	15.9	33.6
	Grade 6	120	98.3	20.5	33.9	26.8	18.8	45.5
	Grade 7	122	100.0	31.6	38.6	15.8	14.0	29.8
	Grade 8	137	100.0	31.0	48.1	14.7	6.2	20.9
2004	Grade 3	123	100.0	22.0	52.0	18.7	7.3	26.0
	Grade 4	112	99.1	18.9	51.9	17.9	11.3	29.2
	Grade 5	93	100.0	17.2	40.9	28.0	14.0	41.9
	Grade 6	129	99.2	18.8	36.7	20.3	24.2	44.5
	Grade 7	120	100.0	20.0	39.2	24.2	16.7	40.8
	Grade 8	122	99.2	26.4	49.6	15.7	8.3	24.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	114	100.0	10.6	28.3	34.5	26.5	61.1
Gender							
Male	51	100.0	20.0	28.0	32.0	20.0	52.0
Female	63	100.0	3.2	28.6	36.5	31.7	68.3
Racial/Ethnic Group							
White	87	100.0	4.7	23.3	38.4	33.7	72.1
African-American	25	100.0	32.0	40.0	24.0	4.0	28.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	103	100.0	4.9	28.2	37.9	29.1	67.0
Disabled	11	100.0	70.0	30.0	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	114	100.0	10.6	28.3	37.2	26.5	61.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	114	100.0	10.6	28.3	34.5	26.5	61.1
Socio-Economic Status							
Subsidized meals	42	100.0	22.0	31.7	41.5	4.9	46.3
Full-pay meals	72	100.0	4.2	26.4	30.6	38.9	69.4

Mathematics							
All Students	114	100.0	13.3	30.1	37.2	19.5	56.6
Gender							
Male	51	100.0	20.0	30.0	32.0	18.0	50.0
Female	63	100.0	7.9	30.2	41.3	20.6	61.9
Racial/Ethnic Group							
White	87	100.0	7.0	30.2	38.4	24.4	62.8
African-American	25	100.0	32.0	32.0	32.0	4.0	36.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	103	100.0	7.8	31.1	39.8	21.4	61.2
Disabled	11	100.0	70.0	20.0	10.0	N/A	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	114	100.0	13.3	30.1	37.2	19.5	56.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	114	100.0	13.3	30.1	37.2	19.5	56.6
Socio-Economic Status							
Subsidized meals	42	100.0	22.0	41.5	36.6	N/A	36.6
Full-pay meals	72	100.0	8.3	23.6	37.5	30.6	68.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	90	95.6%	75	12.0%	94	80.9%	N/A
Gender							
Male	36	100.0%	32	9.4%	42	71.4%	
Female	54	92.6%	43	14.0%	52	88.5%	
Racial/Ethnic Group							
White	62	98.4%	52	15.4%	62	85.5%	
African American	27	88.9%	22	4.5%	31	71.0%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	81	96.3%	65	13.8%	83	86.7%	
Disabilities other than speech	9	88.9%	10	0.0%	11	36.4%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	90	95.6%	75	12.0%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	90	95.6%	75	12.0%	94	80.9%	
Socio-Economic Status							
Subsidized meals	43	90.7%	35	5.7%	49	71.4%	
Full-pay meals	47	100.0%	40	17.5%	45	91.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	95.6%	94.6%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	94	726
Number of Diplomas	76	553
Rate	80.9%	76.3%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	487	479	497	494	984	973
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	15.5	19.9	16.7	19.5	16.7	20.6	16.5	19.8	16.5	20.1
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,466)				
First graders who attended full-day kindergarten	83.0%	N/C	95.7%	97.2%
Retention rate	6.4%	Up from 0.3%	5.1%	5.3%
Attendance rate	96.1%	Up from 94.7%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.6%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%		5.1%	5.1%
Eligible for gifted and talented	16.6%	Up from 15.2%	15.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.0%	Up from 12.3%	11.7%	10.9%
Older than usual for grade	8.0%	Down from 9.5%	4.4%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Down from 2.1%	1.5%	1.1%
Enrolled in AP/IB programs	16.2%	Up from 10.0%	11.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	10	Down from 52	233	157
Completions in adult education GED or diploma programs	6	Up from 1	50	39
Annual dropout rate	4.5%	Up from 4.1%	4.0%	2.9%
Teachers (n= 98)				
Teachers with advanced degrees	58.2%	Down from 60.0%	50.0%	50.0%
Continuing contract teachers	88.8%	Up from 62.9%	85.5%	84.6%
Highly qualified teachers**	96.5%	N/A	92.1%	92.5%
Teachers with emergency or provisional certificates	3.2%		4.1%	4.4%
Teachers returning from previous year	90.8%	Up from 89.8%	91.0%	89.9%
Teacher attendance rate	94.9%	Up from 94.6%	94.9%	94.7%
Average teacher salary	\$40,449	Up 0.5%	\$40,855	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.3%	0.3%
Prof. development days/teacher	15.9 days	Up from 10.0 days	12.6 days	12.0 days
District				
Superintendent's years at district	3.5	Up from 2.5	3.5	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.6 to 1	21.3 to 1	21.0 to 1
Prime instructional time	89.2%	Up from 87.9%	89.5%	89.5%
Dollars spent per pupil*	\$7,286	Down 2.1%	\$7,160	\$7,217
Percent of expenditures for teacher salaries*	53.4%	Down from 54.4%	56.3%	55.6%
Opportunities in the arts	Fair	Down from Excellent	Excellent	Excellent
Parents attending conferences	88.5%	Down from 88.8%	97.4%	97.3%
Number of schools	3	No change	16	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	3.4%	Down from 4.7%	3.2%	4.3%
Average age in years of school facilities	25	Up from 24	26	26
Number of schools with SACS accreditation	3	No change	14	8
Average administrator salary	\$66,312		\$67,300	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE**Board Membership**

4 trustees elected to single-member seats, 3
trustees elected to at-large seats

Fiscal Authority

Town Meetings

Average Number of Hours of Training Annually

5.0 per board member

Percent new trustees completing orientation

N/A

DISTRICT SUPERINTENDENT'S REPORT

A journey of a thousand miles begins with one step. The journey of academic excellence is one that we take seriously in Florence County School District Five. Although we have been on this journey for quite some time, we still have miles to go in this never-ending task of educating our children.

I am very proud of the academic success our schools have experienced. With the new accountability laws, we must strive to reach new and enduring levels of excellence. We welcome the challenges with excitement and anticipation of great achievement. We know that we can and will excel as our students embark into this new era.

This report card will offer our community access to the important data relative to the Florence Five school district. We are available to discuss your comments or concerns about this report, and we invite you to visit our schools.

Much progress has been made due to the commitment and support of board members, teachers, other district employees, students, parents, and citizens of the Johnsonville area. The future is bright, and we must continue to strive for excellence. Resources are limited, but our commitment to providing quality educational opportunities for all students is unlimited. Our challenge is to continue to be "The Pride of the Pee Dee."

A. Dale Strickland, Ed.D
Superintendent